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ABSTRACT

In redesigning teacher education for the 21st century, five basic principles should be considered as general guidelines. First, teacher professionalism has become a matter of overriding concern. Second, teacher education should offer itself as the field for the humanization of youth. Third, an interdisciplinary approach to education is a key factor for the appropriate and effective operation of any modern educational curriculum. Fourth, the character of the teacher, or professor, as a unique class of personage, is a traditional aspect of teacher education. Fifth, teacher education should be equipped with the requisite facilities necessary to keep industrious and talented prospective teachers acquainted with the developing frontiers of technology. Specific guidelines for the education of professionals who will be teaching in the 21st century are discussed in the areas of: (1) academic organization; (2) student recruitment; (3) curriculum; (4) internship and appointment; (5) inservice education; and (6) academic-governmental relationship. (JMK)

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GUIDELINES FOR THE REDESIGN OF TEACHER EDUCATION

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I. Basic Principles

In redesigning teacher education for the 21st Century, five basic principles are worthwile to be considered as general guidelines.

First, the professionalism of teachers has become a matter of overriding concern. The professionalism of the teaching profession has diminished considerably in proportion to the universalization of education, the increasing number of women whose worth is not measured equitably having entered the teaching profession and the relative degradation of the teacher's socio-economic status in regard to comparative professions and other work forces. These are crucial factors since the perceived and actual quality of the teacher depends in a large measure not only on the degree of professionalism that exists, but also upon the expected level of professionalism within the world community.

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Second, teacher education should offer itself as the field for the humanization of youth. The fact remains clear that the personality of the teacher has a significant bearing on his students --especially in the formative stages of youthful development. The teacher contributes greatly to the determination of the character of the child, and this may take either a positive or negative propensity. A teacher with a negative bearing breeds a negative view of himself and the society in which he lives. Thus, the accumulated effect of a poor teacher/student relationship may be magnified into a maladaptive societal attitude. Furthermore, the new challenges facing modern society holds education responsible for rectifying the dehumanization of the industrialized society, and educational institutions are expected to be supportive of the continuation of humanization in the world. To what degree this heavy responsibility ought to be placed solely upon the classroom teacher is another issue. The fact remains that teachers have been given this role, and this presents a clear mandate that teachers themselves be humanized and that teacher education offer a field of learning which facilitates the cultivation of human character.

Third, an interdisciplinary approach to education is a key factor for the appropriate and effective operation of any modern educational curriculum. Areas of disciplines and new bodies of knowledge have become increasingly ramified, calling for more and more attention to the need for integration of academic principles. This "crossover" of disciplines affects all levels

of education, and, for the last decade or so, we have been able to see the need for the skills of the generalist rather than the isolated specialist in the job market. Riding this trend, teacher education institutes should be actively developing curricula which can combine and make meaningful an integration of disciplines. Such curricula would ensure the breadth of knowledge needed in our modern times to correspond with new and dynamically emerging fields.

Fourth, the character of the teacher, or professor, as an unique class of personage, is a traditional aspect of teacher education. The era when a teacher would face a handful of selected students has passed. In today's society, a teacher faces students from many diversified and varied backgrounds. By clinging to a non-functional status ideation, the teacher hinders himself from being able to cut across the defferent levels of socio-economic status of both his colleagues and his students. Therefore, the cultivation of a democratically based leadership constituency which is applicable to masses of people is long over-do in the field of academia.

Fifth, teacher education should be equipped with the requisite facilities necessary to keep industrious and talented prospective teachers acquainted with the developing frontiers of technology. One of the weaknesses in our present system of teacher education is the fear which accompanies ignorance of something new or strange, and the consequent hesitancy to apply emerging technological

developments to the educational process. For the most part, this means that traditional methods still dominate the teaching profession, and little progress from an international standpoint has been made in the application of innovative media such as mass communication audio-visual technology and computerization. Any form of innovation of teaching methods in our modern society is impossible without necessarily drawing upon the advancements of technology which has become part of our lives. Therefore, new batches of teachers should be acquinted with the implications of technological development in education and be assisted when necessary, to be able to transfer this knowledge as teacher education moves into the 21st Century.

II. Guidelines

The attempt to draw specific guidelines for an emerging 21st Century teacher education may well cover the following areas of concern:

1). Academic Organization
2). Student Recruitment
3). Curriculum
4). Internship and Appointment
5). Inservice Education
6). Academic-governmental Relationship

Academic Organization

The teacher education institution now envisioned may well find its raison d'etre within the university rather than the small independent college. Autonomy need not be sacrificed in regard to this, and the independent college may use a consortia-type relationship to join with the larger university. This would enhance the opportunity for the promotion of humane education make readily available interdisciplinary approaches to education, offer advantages in recruiting qualified students, and create flexibility of structure in meeting the demands of 21st Century teachers. It is within the setting of the university that teachers of all educational levels -- from kindergarten through high school, teachers for the handicapped, counselors, administrators, school psychologists, etc., can have advanced educational opportunities under a wide and eclectic purview.

The graduates of teacher education institutes may be categorized as follows:

4-year program (Bachelor's Degree): Kindergarten (pre-school teachers), primary school teachers, middle school teachers

5-6 year program (Master Degree): High school teachers, teachers for the handicapped, counselors, mid-level administrators

6-7 year program (Ph. D.): School psychologists, upper-level administrators

Student Recruitment

Teacher education should be equivalent in duration to those of comparative professional careers. Uniform and standardized performance expectations should be implemented. This would ensure that high professional requirements have been met, thus stabilizing the status of the teaching profession internationally. The minimum requirement of teachers for all levels of schools should be bachelor's degree. The educational requirement for application may be set as follows:

5-6 year program:

High school teachers: Holders of Bachelor's degrees

Mid-level administrators: Bachelor's degree + 5 year teaching or administrative experience.

6-7 year program:

Upper- level administrators: Masters degree + 5 year teaching or administrative experience

School psychologist:

Masters degree + 3 year counselling experience

Curriculum

The new curriculum of teacher education should be organized in accordance with the following principles:

First, the curriculum should provide for linkage between pre-service education and in-service education. The linkage not only refers to the avoiding of overlapping content, but also ensures that there is a graduated sequence with mutually reinforcing relations of contents among different training programs.

Second, linkage should be considered between pedagogics and other subject courses. The major impedement to curriculum improvement is the gap between pedagogical theories and other subject matters of academia. The very beginning of curriculum organization is the attempt to integrate pedagogy with subject matter in such a way that brings them into mutually reinforcing relationships.

Third, pedagogical courses should be realistic rather than theoretically oriented. In practice, however, the subject matter is often too theoretical, remaining aloof from the outcries of everyday educational practices. Greater attention to theory tends to invite blind adoption of new models indiscriminately imported from foreign countries. On the other hand, reality-based academic content encourages an approach from the grassroots level, allowing for a more fuller consideration of factors impinging upon actual teaching situations. Nevertheless, reality-based academic content should not be emphasized to the denigration of theory. It is essetial that pedagogical courses strike a balance between the theory and first-hand experience.

Internship and Appointment

In order to engage in a teaching career, the internship should be make a required prelude to appointment. Upon the completion of the academic credit requirement, teacher applicants will be conferred a temporary license with the provision of an internship of a certain duration. The completion of the internship will

entitle the intern teacher formal licensure leading to the appointment of full status teacher. The student teaching practiced by teacher training institutions may well be shortened in duration in order to provide more time for the studying of credit-earning subjects. In this event, the student teaching may be discarded in favor of internship as a way to gain more class experience. This shift is especially realistic when teacher education is offered in the context of a university or a university-consortia relationship.

In-service Education

In- service education leaves much more to be emphasized than pre-service education. Rapidly developing frontiers of technology, new educational theories and methodologies, coupled with the diversification of students in terms of interests and needs, justify this emphasis. In-service education should be continuous and be made a stepping stone to promotion and teacher aspiring to higher license ought to be intrinsically aspiring to upgrade the quality of his teaching. In this respect, the types of in-service education have specific reference to the grades of teacher license. It is also essential that in-service programs to ensure linkage between the two. Concomitantly, this would promote and maintain the social and professional status of teachers.

Academic-governmental Relationship

Any academic/governmental interaction should have as its priority the maintenance of academic integrity and academic freedom. The role of national or local government agencies in regard to the field of education is best when ancillary and serving only as a formal regulatory entity. For example, a government agency may issue licensure, but the academic requirements, policies and practices which determine the qualifications for licensure must be left under the purview of the academic community. In this manner, the continuation of education endeavors is legally and ethically free from political machinations, disruptions or influences.

Second, institutions of higher education nationally and internationally should work toward uniform and standardized academic expectations of excellence when issuing undergraduate and graduate degrees. In order to assure academic quality within an institution of higher education, a non-partison association of educators/ educational administrators may serve as a self-regulatory commission whose responsibilities include the examination of the educational practices and the standards of excellence in view of academic requirements of students of the institution. The power and authority of this accrediting body should be derived from the cumulative outstanding educational reputation of the membership, thus alleviating problems of professional bias or corruption.

Invariably, the government of a country has great potential access to collective data in which interpretations of the general trends and needs of the population can be obtained. This information can serve to guide the university in order to best serve its people. If properly utilized, this can be acutely important in regard to rapidly developing nations. Nevertheless, governmental assistance or influence should be directional in nature and should never be above the interest of academic freedom within the university.

On a practical basis, universities must be responsible for education and training programs in regard to modern teacher education. Internship may well be the joint responsibility of the government and universities. The renumeration of internship positions should be high enough to recruit bright students to the teaching profession.